



During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study the important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages, history or literature, and other fields) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

- 11.1.1 Understand unfamiliar words that refer to characters or themes in literature or history.

Examples: Understand the meaning of words like *Pollyannaish* (like Eleanor H. Porter's 1913 heroine Pollyanna, who tended to find the good in everything) or *Seussian*, a reference to the alliterative and rhythmic style of children's author Dr. Seuss (Theodore Geisel).

- 11.1.2 Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.

Example: While reading a biology textbook, understand specialized terms related to heredity, such as *genes*, *genetic*, *deoxyribonucleic acid (DNA)*, *genotype*, and *organism*.

- 11.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

Example: Consider what is meant in a sentence that defines a story character with nonliteral comparisons, such as *Our softball coach wanted everyone to think he was a bear, but we all knew he was really a big teddy bear*.



READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 11, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

Structural Features of Informational and Technical Materials

- 11.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

Example: Evaluate a famous political speech, such as Martin Luther King, Jr.’s “I Have a Dream” speech or Edward R. Murrow’s “Speech to the Radio and Television News Directors Association (RTNDA) Convention” in Chicago on October 15, 1958, and describe the rhetorical devices used to capture the audience’s attention and convey a unified message.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

Example: Read *The Assassination of Lincoln: History and Myth* by Lloyd Lewis and *The Day Lincoln Was Shot* by Jim Bishop and evaluate how each communicates information to the reader and which style is more effective for the reader.

- 11.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.

Example: Check information learned in a driver’s training course textbook with information in the printed *Indiana Driver’s Manual*.

- 11.2.4 Make reasonable assertions about an author’s arguments by using elements of the text to defend and clarify interpretations.

Example: Read Alexis de Tocqueville’s *Democracy in America* or John Steinbeck’s *Travel with Charley* and support agreement or disagreement with the author’s assertions by citing evidence from the text.

- 11.2.5 Analyze an author’s implicit and explicit assumptions and beliefs about a subject.

Example: Relate core concepts in self-government as they are conveyed by the Bill of Rights, the Declaration of Independence, and the U.S. Constitution. Discuss how these concepts and ideals continue in American society today.



Expository (Informational) Critique

- 11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Example: Critique how Martin Luther King, Jr.'s, use of biblical, philosophical, and political references in "Letter from Birmingham Jail" advance the purpose of his essay. Read selected essays by Susan B. Anthony and Eleanor Roosevelt, and critique the authors' respective arguments about women's suffrage, gender equity, and women's place in organized labor.

Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 11, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

- 11.3.1 Analyze characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- Satire: using humor to point out weaknesses of people and society.
 - Parody: using humor to imitate or mock a person or situation.
 - Allegory: using symbolic figures and actions to express general truths about human experiences.
 - Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way.

Example: Read and evaluate the short story, "The Celebrated Jumping Frog of Calaveras County," by Mark Twain, as an example of Twain's gentle satirizing of human behavior.

Analysis of Grade-Level-Appropriate Literary Text

- 11.3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Example: Analyze the development of the theme of self-reliance in *Master and Commander* by Patrick O'Brien.

- 11.3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.

Example: Analyze or evaluate the impact of style in the poems of Carl Sandburg or James Whitcomb Riley.



- 11.3.4 Analyze ways in which poetry or prose uses imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Example: Respond to and compare a variety of poems that serve as examples of the poem's power, such as Robert Browning's "My Last Duchess," Elizabeth Bishop's "Fish," Robert Frost's "Out, Out...", and Amy Lowell's "Patterns."

- 11.3.5 Analyze or evaluate works of literary or cultural significance in history (American, English, or world) that:
- reflect a variety of genres in each of the respective historical periods.
 - were written by important authors in the respective major historical periods.
 - reveal contrasts in major themes, styles, and trends.
 - reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.

Example: Evaluate different works of American fiction as representations of a certain period in American history, including works such as *Uncle Tom's Cabin* by Harriet Beecher Stowe, *Red Badge of Courage* by Stephen Crane, *The Great Gatsby* by F. Scott Fitzgerald, and *The Joy Luck Club* by Amy Tan.

- 11.3.6 Analyze the way in which authors have used archetypes (original models or patterns, such as *best friend*, *champion*, *crusader*, *free spirit*, *nurturer*, *outcast*, *tyrant*, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Example: Evaluate the themes developed by works such as *A Raisin in the Sun* by Lorraine Hansberry and *The Crucible* or *Death of a Salesman* by Arthur Miller.

Literary Criticism

- 11.3.7 Analyze the clarity and consistency of political assumptions (statements that take for granted something is true), beliefs, or intentions in a selection of literary works or essays on a topic.

Example: Analyze or evaluate how the assumptions in *All Quiet on the Western Front* by Erich Maria Remarque advance the story

- 11.3.8 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

Example: Read Herman Melville's *Billy Budd* or Richard Wright's *Native Son* and debate whether any one work offers a defensible philosophical argument about capital punishment.



Standard 4

WRITING: Processes and Features

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- 11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.
- 11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 11.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.
- 11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 11.4.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- 11.4.6 Use language in creative and vivid ways to establish a specific tone.

Research Process and Technology

- 11.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.
- 11.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.
- 11.4.9 Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.
- 11.4.13 Integrate quotations and citations into a written text while maintaining the flow of ideas.

Evaluation and Revision

- 11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.
- 11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.
- 11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.



WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 11, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description of texts ((research reports of 1,200 to 1,500 words or more). Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and *résumés*. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 11 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

- 11.5.1 Write fictional, autobiographical, or biographical narratives that:
- narrate a sequence of events and communicate their significance to the audience.
 - locate scenes and incidents in specific places.
 - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character's feelings.
 - pace the presentation of actions to accommodate changes in time and mood.

Example: Read several short essays by writers on the practice of writing, such as an excerpt from Anne Lamott's *Bird by Bird* or essays by Wallace Stegner or the first chapter of Eudora Welty's *One Writer's Beginnings*. Write an essay on how reading and/or writing have been significant in your life.

- 11.5.2 Write responses to literature that:
- demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - support statements with evidence from the text.
 - demonstrate an understanding of the author's style and an appreciation of the effects created.
 - identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Example: After reading "The Fall of the House of Usher" by Edgar Allan Poe (an example of observer narration), "The Prison" by Bernard Malamud (an example of single character point of view), and "The Boarding House" by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors' choices of literary narrator made a difference in the response of the reader. Reference examples from throughout the works in support of a position.

- 11.5.9 Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:
- develops a thesis.
 - creates an organizing structure appropriate to purpose, audience, and context.
 - includes accurate information from primary and secondary sources and excludes extraneous information.
 - makes valid inferences.
 - supports judgments with relevant and substantial evidence and well-chosen details.
 - uses technical terms and notations correctly.
 - provides a coherent conclusion.



11.5.3 Write reflective compositions that:

- explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
- draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- maintain a balance in describing individual events and relating those events to more general and abstract ideas.

Example: Select a quotation that is particularly meaningful. Explain the significance of the quotation.

11.5.4 Write historical investigation reports that:

- use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- analyze several historical records of a single event, examining critical relationships between elements of the topic.
- explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- include a formal bibliography.

Example: Examine prominent historians' comments on *Democracy in America* by Alexis de Tocqueville and explain how they evaluate the relevance of Tocqueville's insights for today.

11.5.5 Write job applications and résumés that:

- provide clear and purposeful information and address the intended audience appropriately.
- use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- modify the tone to fit the purpose and audience.
- follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document.

Example: Write a résumé outlining job experience, extracurricular activities, and other skills. Format the document so that the information is clearly represented for the intended audience.

11.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.

Example: Use formal word choices for most writing. Write: *The candidate criticized her opponent for changing his views on the issues.* Avoid writing the informal: *The candidate knocked her opponent for waffling on his views on the issues.* Use informal writing only for certain types of informal writing situations, such as journals, informal essays, and creative writing: *When it came to playing the game Clue, he was clueless.*

11.5.7 Use precise technical or scientific language when appropriate for topic and audience.

Example: Use the vocabulary of a particular trade, profession, or group only when writing for that type of specific audience. A home improvement store supervisor would write: *The number 6 stick shed has 2-by and 4-by, poly, visqueen, and R-29.* The same sentence without technical language is: *The 2 by 4 and the 4 by 4 lumber is in warehouse shed number 6 with the polyester house wrap, 4 millimeter plastic sheeting, and R-29 Fiberglas insulation.*



11.5.8 Deliver multimedia presentations that:

- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately, and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Example: Prepare a multimedia presentation about Indiana authors. Support the presentation with visual images and video clips. Create a literary map of Indiana, with visuals that have been found or created, showing authors' hometowns, photographs, and biographies.

Research Application

11.5.10 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:

- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
- synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
- demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- incorporates numeric data, charts, tables, and graphs.
- organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Example: Develop a research report based on an important author in contemporary times. Include perspectives from newspapers, Web sites, interviews, and accounts of critics and friends. Include a bibliography of works. Place the author's works in the larger societal context of time and indicate how the author's works have impacted the literary or historical world.

Standard 6

WRITING: English Language Conventions

Students write using Standard English conventions.

- 11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- 11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 11.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.
- 11.6.4 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.



Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- 11.7.1 Summarize a speaker's purpose and point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

Organization and Delivery of Oral Communication

- 11.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- 11.7.3 Distinguish between and use various forms of logical arguments, including:
- inductive arguments (arguments that demonstrate something that is highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.*) and deductive arguments (arguments that draw necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal.*).
 - syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).
- 11.7.4 Use logical (causality, appeal to authority), ethical, and emotional appeals that enhance a specific tone and purpose.
- 11.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 11.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 11.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.
- 11.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.



Analysis and Evaluation of Oral and Media Communications

- 11.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).
- 11.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- 11.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
- 11.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 11.7.13 Identify rhetorical and logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).
- 11.7.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 11.7.15 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles' radio broadcast *War of the Worlds* by H.G. Wells).



Speaking Applications

- 11.7.16 Deliver reflective presentations that:
- explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
 - draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.
 - maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 11.7.17 Deliver oral reports on historical investigations that:
- use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
 - analyze several historical records of a single event, examining each perspective on the event.
 - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
 - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.
- 11.7.18 Deliver oral responses to literature that:
- demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
 - present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
 - support important ideas and viewpoints through specific references to the text and to other works.
 - demonstrate an awareness of the author's style and an appreciation of the effects created.
 - identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 11.7.19 Deliver multimedia presentations that:
- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - select an appropriate medium for each element of the presentation.
 - use the selected media skillfully, editing appropriately and monitoring for quality.
 - test the audience's response and revise the presentation accordingly.
- 11.7.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not To Be").



NOTES

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